

The Nature-Related Influence of College Students English-Speaking Anxiety in Indonesia

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Highlights

College students with an orientation to experience anxiety during speaking regardless of ways of teachers teach, self-confidence, language learning belief, excessive learning material, and learning situation.

ABSTRACT: The nature influence of speaking anxiety on foreign language (FL) learning settings has been established. In addition, research acknowledges the relevance of speaking performance in affecting individual predisposition to experience anxious feelings. However, few studies examine the Indonesian college students' anxiety influencing factors, mainly when speaking English. Data strategies employed a parallel design combining quantitative and qualitative methods mixing a closed-ended Likert-scale questionnaire with an in-depth interview. Twenty-eight college students responded online via Google Form to the questionnaire, while in addition, the in-depth interviews lasted 45-60 minutes with six college students. The results indicate that learning situations in classroom activities revolve around how teachers teach, college students' self-confidence, belief in language learning experiences, and excessive learning material are nature-related prominence factors of college students' anxiety in speaking English. In contrast, a lack of college students' preparation has no effect. Examined are the means through which this research contributes to the advancement of understanding and comprehension of previously unidentified components that influence college students' speaking anxiety.

Keywords: anxiety influencing factors, foreign language anxiety, language learning belief, self-confidence, speaking skill

Introduction

There has been a growing realization that anxiety requires more attention for researchers and educational practitioners. An understanding of speaking anxiety is necessary for language teachers to consider the issue that sometimes lay to college students. When speaking a foreign language, like English, college students list several symptoms of difficulty such as inability to speak louder than a whisper, slurred speech, and rapid speech that is difficult to understand (Rahim & Maulina, 2023). This type of speaking difficulties is usually interpreted as anxiety. This feeling of fear is called Foreign Language Anxiety (FLA). Foreign language anxiety is feeling depressed and anxious, particularly in the context of a second language or foreign language, which includes speaking, listening, and learning (Macintyre & Gardner, 1994).

Horwitz et al. (1986) diagnosed the origin of FLA in three sources: communication anxiety, exam anxiety, and fear of negative evaluation. First, communication anxiety occurs when college students cannot articulate, discuss, ask, and answer questions in speaking classes. Second, test anxiety is a problem in performance evaluation. The learner, intentionally or unintentionally, holds onto the fear of negligence in experimentation and unpleasant experiences of the test. This arises from the fear of failure (Horwitz, Horwitz, & Cope, 1986). Finally, the definition of dread of negative evaluation is concern about the judgment of others, dismay at their negative evaluation, and the expectation that others will rate them poorly (Watson & Friend, 1969, p.449).

Anxiety is a minor or intense feeling of disquiet, such as nervousness or dread. Freud conceptualized anxiety in 1894. He divided anxiety into state anxiety and trait anxiety. These types of anxiety have the characteristics and symptoms. The anxiety symptoms sometimes look the same, but every student can have a different type of anxiety. State anxiety is temporary, while trait anxiety is a regular part of the personality (Spielberger, 1983). Trait anxiety is a type of fear that is more permanent and usually originates in the person experiencing it. According to Riasati and Zare (2011), trait anxiety is the predisposition to be tense or anxious regardless of the circumstances. This anxiety is a cornerstone of a person's personality and is lasting, challenging, and sometimes untreatable. An anxious individual tends to experience anxiety in all situations. It is congruent with Spielberger (1983), who defines this anxiety as the propensity of an individual to feel worried under any circumstance.

State or situational anxiety is anxiety experienced at specific times in response to specific situations (Spielberger, 1983). As the name suggests, this type of anxiety occurs in specific situations and is, therefore, not permanent. It is nervousness or tension at a given moment in response to an external stimulus. It happens because college students face certain situations or events that stress them. This condition is characterized by subjective and conscious feelings of tension and anxiety and increased autonomic nervous system activity (Horwitz, 2001). State anxiety is associated with temporary changes in a person's emotional state due to external factors for example in giving presentations, leading a meeting, or making speeches. State anxiety is a normal physiological response. Eventually, the anxiety subsides, and the person feels normal again when the stressful situation is over (Spielberger, 1983).

Previous scholars have researched the effects of speaking anxiety and self-confidence on numerous parts of the language-learning process, for instance, unable to talk spontaneously, but

the origins of the emotions have mainly remained unexplored (Ozdemir & Papi, 2020). Likewise, Bashori et al. (2022) propose that improving learners' speaking skills over a more extended time need a more concise understanding in order to minimize the anxiety. Thus, understanding uncover nature of the influencing factors of college students' English-speaking anxiety in Indonesia is vital to contribute a deeper understanding of anxiety's nature based on the factors that cause college students' anxiety in speaking English.

Method

Considering the research purpose, namely finding out the contributing causing factors of college students' anxiety when speaking English, the researchers applied a parallel design or it is usually called quasi-mixed method design (Ary et al., 2010, p.563).

A questionnaire was used to determine the factors causing speaking anxiety in college students. The type of questionnaire that researchers used was a closed questionnaire in the form of a Likert scale. The questions in the research adapted from the factors that allow the occurrence of speaking anxiety in college students, as proposed by Worde (2003). The researchers made 20 statements with answer choices of a 5-point Likert scale for each item. Data was arranged, calculated, and categorized based on interval category using Nazir's (2005) criteria. Furthermore, the researchers conducted an in-depth interview lasting 45-60 minutes with six college students, where the benchmark question is characteristic of anxiety in speaking English. Data from the interview transcription was generated for the initial coding, searched for suitable themes, defined the themes, and wrote the results. Both questionnaires and interviews were collected and analyzed separately. Therefore, each data set leads to its own set of inferences. Finally, results were reported in two separate write-ups in the same report.

Findings and Discussion

Findings

Contributing Factors to College Students English-Speaking Anxiety

To find out the factors that cause college students' anxiety in speaking English, the researchers identified the affected factors that cause college students' anxiety when speaking namely the teacher, the materials, and the college students themselves. Each source is further divided into several aspects. The presentation can be seen in Table 1.

Table 1
Anxiety Affecting Factors

No.	Aspects	Presentation	Description
1	Teacher	60.09	Affected
2	Materials	65.18	Affected
3	College students	61.78	Affected

Using the interval scale developed by Nazir (2005), it can be determined that the material factor accounts for 65 percent, the college students factor accounts for 61 percent, and the instructor factor accounts for 60 percent. Therefore, it can be stated that every possible source of college students concern influences their anxiety.

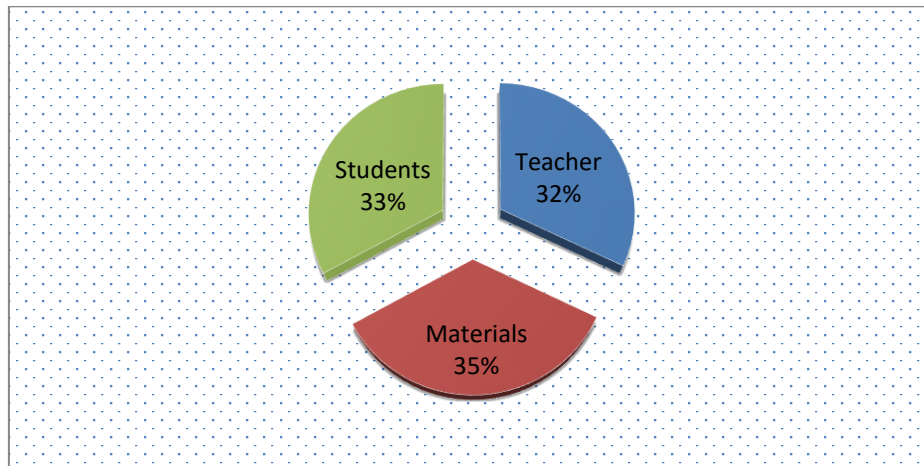


Fig. 1 *The Anxiety Percentages Portion*

Fig. 1 deduced that the percentage differences of the anxiety causing factors are not statistically significant, indicating that all three had almost the same effect on college students' speaking anxiousness.

Classroom Activities: Ways of Teacher Teach

From the data on classroom activities, college students responded that they would feel anxious if they made mistakes when speaking in front of the class, speaking alone in front of the class, or if the teacher appointed them to speak in front of the class. 60.09% of college students strongly agree that teacher teaching method makes them anxious and doubt to speak during speaking class activities. On average, the percentage of how the teacher teaches is quite influential in college students' speaking anxiety.

The Excessive Learning Material

Regarding excessive learning material, 18% percent of college students strongly agree that it is one of the factors that cause speaking anxiety for them. Another 24% agree, and 34.3% are undecided. The remaining 23.4% disagreed that their learning material was excessive. College students find it challenging to learn the material (34.2%) due to the learning level difficulties needing to be higher and more complex. Although 39.2% hesitated to categorize English as challenging and not complicated, only 9% of college students felt that English lessons could have been easier to understand. The meaning is that more than half of college students find English learning difficult.

The College Students' Self-Confidence and Learning Belief

For college students' beliefs about language learning, 29% strongly agreed, and 43.8% agreed to make it is one of the causes of student anxiety. Although the other 21.3% felt doubtful, the remaining 5.6% chose not to agree that English is difficult to speak, not as easy as the student's native language, and must be spoken well and correctly. It shows that college students' beliefs about the level of language difficulty are an affected factor in college students' speaking anxiety. Meanwhile, on the indicator of college students' low-self-esteem as one of the factors

causing anxiety when speaking, 2.9% of college students strongly agree, while the other 41% agree. 42% of college students had doubts about this, 12.5% disagreed, and only 0.5% strongly disagreed about being less confident in speaking English, which then triggered anxiety. With 43.9% of college students who chose to agree, it can be said that low-self-esteem is one of the factors that had quite an effect on college students' speaking anxiety.

Other than that, when college students faced statements about a stressful learning experience, 15.96% strongly agreed that speaking English or learning English was a stressful experience for them. Another 42.55% agreed while another 30.32% felt doubtful. 10.64% disagreed, and the remaining 0.53% strongly disagreed if the experience of learning English is one of the triggering factors for college students' anxiety when speaking. Due to the high percentage of student approval, English has become a subject that provides a stressful experience and is quite triggering for college students' speaking anxiety. Then, lack of student preparation shows that 19.67% of college students agreed that speaking anxiety is due to lack of preparation and practice. 34.43% are neutral, 32.79% disagree, and the remaining 13.11% strongly disagree that speaking anxiety comes from a lack of preparation. However, because of the number of college students who disagreed about college students' lack of preparation in learning English, it was categorized as not affecting college students' anxiety in speaking English.

Types of College Students Anxiety

The symptoms of anxiety are seen from the characteristics of the type. For example, trait anxiety is seen from the trauma of college students who do not want to try to speak English, are always anxious in any class, are very insecure, and lack socialization which is characterized by not wanting to speak even in groups. In contrast, this type of state of anxiety is characterized by the characteristics of college students who are anxious only in English class or, when asked to speak English, feel anxious when doing monologues but are not anxious or too anxious when having a dialogue with their friends. The data shows that every student interviewed admitted feeling nervous and anxious when asked to speak English in front of the class. However, they are relaxed when they perform in groups. All college students admitted that they were most worried about the fear of making mistakes.

S1 admitted that he did not want to appear alone in front of the class except to appear with his friends. It happened because of his experience of being laughed at by his classmates. The same reason was also expressed by S6, who only felt worried and anxious when asked to speak in English class. Even though they had experienced things they did not want, they still wanted to speak with friends in front of the class.

I felt anxious during class and whenever I was required to speak in English. I dislike being asked to speak English for fear of making a mistake. On the other hand, I will like speaking English with my peers because I will not be alone in front of the class. My only fear is when the lecturer frequently asks me to speak the language in English class. In addition, my college students laughed at me when I made errors. Therefore, I desired to just speak English in front of the class with my companions. (S1)

The results of interviews with student S1 indicates that the elements that influence their anxiety stem from their anxiety. The worry manifests itself in the form of views around language acquisition, in which they believe that an English speaker must speak flawlessly. Both suggest state anxiety when analyzing the type of anxiety. Their unique anxiousness in English class characterizes it. In addition, although they feel uncomfortable speaking to themselves, they do not mind speaking in groups. Finally, they are both concerned about making a mistake for an exact reason.

I am not nervous in English class, but when I am called to speak, I become rather anxious because I am embarrassed and fearful of making mistakes, which will make my classmates laugh. I dislike being asked to speak in front of the class because I am afraid of making mistakes. On the other hand, I like tasks involving interacting with others since I am not lonely. (S3)

However, unlike S3, he stated that his experience of being penalized by an English teacher concerned him the most. However, the experience of S3 did not prevent him from speaking in front of the class. Regarding the things that influence their anxiousness, S1 and S2 display identical characteristics. Like S1, S3 exhibits anxiousness affected by his concept regarding language acquisition, which is that he must be flawless when speaking. In addition, S2 demonstrates that his nervousness is influenced by the inaccuracy of the teacher's teaching methods from the teacher's perspective. Even though S1 had experienced negative teacher behavior, speaking English in front of the class was not traumatic for him. These traits suggest that S3 and S2 only experience anxiety under specific circumstances. They are exhibiting symptoms of state anxiety.

S2 shares the same experience as the other four things. She acknowledged that she is unhappy and apprehensive about being asked to speak in front of the class and that she fears her peers would laugh at her if she makes an error. She felt uncomfortable solely in English class.

I was anxious in English class since I did not comprehend the language. I disliked speaking in front of the class because I was scared, lacked confidence, and feared making errors and having my classmates laugh at me. I am also dissatisfied when prompted to converse with my peers because I fear my classmates will ridicule me if I make a mistake. I feel uncomfortable in English class because I cannot speak the language. Nevertheless, I have never had a negative experience in English class. (S2)

S2's response differs little from those of the prior respondents. The fact that she exclusively displayed worried traits in English class suggests that S2's anxiety was produced by specific events, specifically worry, when asked to speak English on his own. When examined from the perspective of the causes that create anxiety, S2's experiences are comparable to those of the prior responders. However, what distinguishes him is that he lacks confidence, which reveals parts of the student's personality, and comprehension of English, which indicates complex content or the student's view that English is difficult to learn in situations when it is difficult to learn English. From these criteria, it is possible to deduce that S2 experienced state anxiety.

The anxiety experienced by S2 is a result of the student's notion that language acquisition needs flawless speaking. However, S3's admission that he was only anxious when asked to speak English and these other criteria show that specific situations only trigger his anxiety. Therefore, it can be argued that S2 suffered from state anxiety.

Symptoms of the state-anxiety type are also evident in college students' responses when asked about their sentiments when asked to talk independently or in groups. When asked if they felt worried or too anxious when asked to speak in front of the class in groups, all pupils indicated that they did not. College students experience anxiety only when confronted with specific scenarios, as evidenced by the fact that anxiety-inducing factors also identify situations in which college students experience anxiety. From the findings mentioned earlier, it can be stated that the source of college students' nervousness is not the classroom but rather situations that compel them to speak English. It conforms to the characteristics of anxiety of the state-anxiety kind. It can therefore be inferred that every learner experiences state anxiety.

Discussion

Contributing Factors to Foreign Language Speaking Anxiety

Classroom Activities: Ways of Teacher Teach

College students reported feeling anxious if they encountered difficulties when presenting in front of the class, speaking independently in front of the group of students, or if the teacher assigned them to participate in front of the class. 60.09 percent of college students firmly believe that the teaching methods of their instructors make them apprehensive and hesitant to participate in speaking class activities. This findings is in line with Worde (2003) who states that teacher as a source concern for college students when speaking English. The two elements are speaking class activities and the teacher's inadequate method of instruction. Fear of teacher and classmate assessments may indicate the influence of student engagement in speaking classes, but college students' incomprehensible input and threatening gestures may indicate the teacher's unsuitable teaching methods. According to the study's findings, college students' ability to communicate is influenced by the percentage of class activity. Anxiety might be triggered by concerns such as being ridiculed by peers when speaking or receiving bad replies from classmates. Lar and Maulina (2021) further stated that one of the causes of public speaking anxiety is the fear of being ridiculed by classmates in live presentation, who have the capacity to embarrass college students when they speak in front of the class. The activities that induce the most anxiety in college students, according to Oxford (1999), are oral games and oral presentations in front of the class. College students will experience anxiety due to their limited English proficiency. Due to this constraint, individuals fear negative evaluations from the instructor and classmates if they make speaking errors (Maulina, 2022; Maulina et al., 2020, 2022; Teguh Irwansyah Putra et al., 2021).

In addition to class activities involving speaking, the teacher's method of instruction can also induce nervousness in college students. How a teacher instructs is unquestionably the most influential aspect of college students' ease of learning. Those accustomed to teacher activities, such as punishing inept college students, are certainly the most feared by college students. College students will experience fear and apprehension if they are punished. In addition, college

students will experience anxiety due to their dread of making speaking errors. Regarding this, Siagian and Adam (2017) highlight that the most significant source of anxiety for college students is the dread of committing errors that can place them in undesirable circumstances.

Oxford (1999) explained that intimidating teaching is like calling college students one by one in seating order, which might also generate anxiety. College students will also experience embarrassment and anxiety if the teacher corrects them when they make mistakes when speaking, particularly if they do not comprehend the teacher's directions (Rumiyati & Seftika, 2018). Oxford (1999) further asserts that forceful correction and uncomfortable management of faults in front of the class will make college students feel embarrassed and hesitant to speak. This causes the instructor to affect the college students' uneasiness when speaking.

The Excessive Learning Material

College students find it challenging to learn the material (34.2%) due to the learning level difficulties needing to be higher and more complex. This is in connection with Worde (2003) who found that learning materials can contribute to college students' English-speaking anxiety. If a lesson begins with abundant material, it may be challenging for college students to absorb. The student learning outcomes could be better because the amount of material knowledge is directly linked to student learning outcomes. Worde (2003) further explains that high material expectations can cause college students to feel worried. College students believe they must remember much information due to the study content. College students need more time to comprehend the courses due to the excessive content covered in foreign language programs. College students may experience nervousness if asked to demonstrate their abilities as a result. In addition, Siagian and Adam (2017) highlighted that an overwhelming amount of content could cause pupils to feel unmotivated or lazy toward learning.

In addition to excessive material, difficult-to-understand material is often a source of anxiety among English-speaking pupils. According to Siagian and Adam (2017), college students' desire to talk is influenced by their comprehension of the topic and their assignments. If asked to demonstrate their talents, college students who have mastered the content will be eager to do so, but college students who have not mastered the material will generate a great deal of concern. Worde (2003) further explains the influence of the content's difficulty level on college students' anxiety by noting that the material in foreign language classes is more complicated than in other classes, causing college students to experience more significant anxiety if they do not master it.

College Students Self-Confidence and Learning Belief

College students' beliefs about the level of language difficulty are an affected factor in college students' speaking anxiety. Worde (2003) explained that college students' personality influences their anxiety level. Four elements influence college students' concerns about themselves: a belief in language learning, low self-confidence, stressful learning situations, and inadequate preparation.

Their views about language acquisition influence college students' worry about their learning outcomes during practice. When college students believe that learning a language is

simple, it is simple for them to do so. It will be inversely proportionate to college students who hold opposing views. Because they believe that language learners must be perfect and will get uncomfortable and confused if asked to speak, college students who find language learning challenging will avoid studying further. According to Farhan's (2019) research, college students who perceive that language acquisition is difficult likely to become upset and tense when forced to speak.

Student anxiety is triggered by the level of self-esteem of college students when demonstrating their abilities. Confident college students will undoubtedly be more willing and to participate autonomously than those who are not (Maulina, Nasrullah, & Wanci, 2022). Conversely, college students with low self-esteem will believe that they are inferior to their peers, lowering their willingness to take risks and causing them to become highly apprehensive when asked to speak. Setyaningsih et al. (2022) further explains that nervous college students regard their language skills as inferior to their peers. It is echoed by Siagian and Adam (2017), who asserts that one of the causes of student anxiety is a lack of self-confidence to speak. According to Ellis (2008), the low self-esteem of college students is driven by their desire for perfection, so when these expectations are not realized, anxiety results.

In addition to self-esteem, stressful learning events affect college students' academic performance. For example, college students who have been punished by a teacher when they make a mistake will be considerably more anxious if asked to speak. Moreover, children who have experienced or witnessed similar tragedies will undoubtedly find language lessons challenging. Ultimately, it makes individuals postpone language learning and raises their anxiety when forced to speak. It also impacts their self-preparation for language learning in that they do not want to prepare themselves since it is challenging. However, some individuals prepare themselves due to these challenges. This argument was also provided by Setyaningsih et al. (2022), who asserted that student learning experiences influence student anxiety. In contrast, lack of preparation is the primary cause of student anxiety, causing college students to fear poor performance. According to Maulina et al. (2022), a lack of speaking practice is one of the variables that contribute to college students' speaking anxiety as they struggle to reach success.

The preceding discussion suggests that the teacher, instructional resources, and college students can all contribute to student anxiety. These three elements are interconnected and mutually influence one another. College students' perception that English is difficult to learn may stem from excessive and difficult-to-understand information or from a method of instruction that fails to ensure that college students comprehend the lesson. In conclusion, although the comparison of each factor reveals that college students' belief in language learning from the student perspective has a high influence value, factors from the material and teacher perspectives, such as the level of material difficulty and classroom activities, almost have the same influence value. It occurs because the three factors are interdependent and influence one another.

Types of College students' Anxiety

College students' anxiety only showed itself when they were required to speak in front of the class. For example, if a teacher invites a student to deliver a monologue in front of the class, that student will experience anxiety. This anxiety results from a lack of comprehension of language acquisition and self-confidence, which eventually causes college students to fear making errors.

Lack of comprehension may stem from the teacher's teaching technique, which produces incomprehensible information, challenging material, or college students' preconceived notions about the difficulty of language acquisition. Ultimately, this causal element causes college students to lack comprehension, causing them to be fearful and nervous about making mistakes when speaking.

College students anticipate that they will be ridiculed if they commit errors owing to a lack of comprehension. Ellis (2008) also emphasizes that college students who fear of making mistakes would have illogical ideas due to their failures. In contrast, a lack of self-confidence might be influenced by classroom activity variables such as the fear of receiving poor evaluations from teachers and peers or by previous learning experiences. Adler and Rodman (1991) believe that college students' fear when given a second chance results from previous negative experiences. It occurs because people consider the likelihood of the incident occurring again. Therefore, they believe that performing in a group reduces their anxiety since they feel better when laughed at in a group than when laughed at alone.

According to the preceding description, student speaking anxiety might be caused by the teacher, learning materials, or the college students themselves. College students who fear making mistakes when speaking owing to a lack of comprehension and are therefore afraid of being ridiculed by their peers can be regarded as a classroom activity element from the teacher's perspective. This issue can be produced by using technology, which reduces college students' comprehension of the lesson, or by college students' perception that English is difficult to learn and that there needs to be more content. In the end, the anxiety feeling is influenced by various interrelated source-related elements.

The aforementioned anxiety-inducing factors only make college students anxious because of the situation. Similar to the previous explanation, anxiety causes college students to make errors; therefore, speculating that classmates will be laughed at or reprimanded by the teacher is an example of the influence of anxiety-inducing factors from teachers that learning materials could cause. Furthermore, it is consistent with the state-anxiety type criteria provided by Indrianty (2016), according to which the primary cause of this type of anxiety is a lack of self-confidence; she does not want to be the focus of attention and occasionally frets about the judgment of peers. Cubukcu (2007) further said that state anxiety is generated by the worry of losing face and making mistakes that cause others to scorn and mock their language skills.

Conclusion

This study concludes that the teacher, the learning material, and the college students themselves can induce anxiety in speaking English. Each component contributing an interdependent influences the others. For instance, the teacher and the topic learned can influence college

students' anxiety. At the same time, students' college belief in language learning can be affected by the material's difficulty level, classroom activity, and other variables. In addition, based on the findings of this study, the researchers discovered that college students would only feel less apprehensive when speaking if surrounded by their peers. Moreover, this study can infer that situation or study environment influence college students' English speaking anxiety.

The findings of this study suggest that future researchers can conduct further study on other anxiety influencing aspects to identify additional investigation that will reveal a whole and general comprehensive for the phenomenon.

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